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ABSTRACT

What leaders encourage others to do must be congruent with the values they espouse and demonstrate through action. The educational leadership platform has recently been used as a tool to assist aspiring leaders in clarifying their personal values. This paper presents findings of a study that explored the effect of the educational leadership platform on leadership behavior. The study examined the leadership theories developed by four practicing administrators. It compared their current leadership views to those that they developed as teachers enrolled in an administrator-preparation program, and analyzed their espoused theories in relation to subordinates' perceptions of their leadership behavior. All four participants shared values for developing * real-world experiences, recognizing their social responsibility, promoting shared learning, valuing personal development, and initiating change and creativity. These values are compatible with Alderfer's motivation theory and with Maslow's human-needs theory. Although the administrators held somewhat different views of their leadership role and espoused slightly different values, they remained true to their earlier views. The findings suggest that there is value in clarifying one's values through such activities as platform development. Recommendations for the use of platforms are included. Eight tables, a sample analysis sheet, and sample interview formats are included. (Contains 10 references.) (LMI)

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Leadership Platforms: Perspectives and Prospects

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Leadership Platforms: Perspectives and Prospects

Introduction

Leadership is orchestrated through influence; influence is dependent upon leader credibility. What leaders encourage must be congruent with the values they espouse and the values they demonstrate through action. This reality presents those who prepare future leaders with a major challenge to assist them in the clarification of personal values. Recently, the educational leadership platform has been used as a tool to assist aspiring leaders in gaining greater self understanding. Often the platform is constructed within cohort settings which afford additional opportunities for reflection and enhanced personal awareness. Little research has been conducted, however, to examine the enduring nature of such experiences and their impact on future leadership behavior. This study examines that issue. It explores the connection between 4 students' espoused theories articulated in leadership platforms developed during their cohort experiences, the espoused theories they articulate as practicing administrators, and their theories in use as judged by their subordinates.

Background

Personal values, beliefs and visions must be clarified before they can become effective influences in shaping leadership artistry (Kouzes and Posner, 1987). The process of gaining personal understanding can be purposefully structured within leadership preparation programs and is seen as a necessary component to the development of individual values. Such values clarification in leadership preparation programs is supported by current writers (Kottkamp, 1982; Sergiovanni and Starratt, 1983; Daresh, 1989; Barnett, 1992) , is seen as a necessary component for

curriculum reform in administrator preparation and is being exercised increasingly through the use of educational platforms (Barnett, 1992).

Development of an *educational platform* provides a framework for examining one's beliefs and values concerning the purpose of education and the roles of teacher, administrator, and student in the educational process (Sergiovanni & Starratt, 1983). These values, once articulated, provide a framework for clarifying other values including the nature of curriculum and the social significance of the learning, as well as the climate and human relationships one desires to cultivate. Kottkamp (1982) proposes an additional component of the educational platform: the administrative and supervisory implications of one's values. These understandings allow future leaders to consider the nature of the organizational context (e.g. rational vs. natural systems view) and resulting leadership style that might shape future leadership behavior (Darling-Hammond, Wise, & Pease, 1983).

Professors vary in their approach to the educational platform. Some professors encourage students, through the vehicle of a platform, to investigate and articulate their beliefs; others have students compare their beliefs with their behaviors during simulations or other class activities; still others encourage students to apply their platform knowledge to job searches (Kottkamp, 1982). In all instances, the development of a platform allows students to reaffirm, examine, and better articulate a set of beliefs that are normative for the students as they set out to achieve leadership goals (Kottkamp, 1982).

Interaction with others in sharing ideas and beliefs, and in providing feedback related to the articulation of one's beliefs is of particular significance (Norris & Barnett, 1995). Self understanding takes place in a social context; for, an individual's perception of self is confirmed

or validated on the bias of others' perceptions of him/her as an individual (Andrea, 1978). For this reason, opportunities exist within university cohort settings to promote and enrich future leaders' search for their own sense of self or personal identity (Norris, 1996). Cohesive groups, often found within these cohort settings, promote a climate for self-revelation and the sharing of thoughts and emotions (Norris and Barnett, 1995). Cohort settings in combination with platform development, self-assessment, and journal writing activities offer intensive opportunities to reflect upon and clarify personal values and beliefs. These opportunities, which can exist within cohort settings, help to "raise the consciousness of the student in recognition of what is considered important for their future leadership" (Barnett, 1991, p. 136) and promote and enrich future leaders search for their own sense of self or personal identity (Norris, 1996). As expressed by Levine (1989, p.65):

"Activities focused on self-awareness and self-discovery can reinforce the continuing search for identity. Throughout adulthood, interactive and reflective experiences will complement the adult's focus on intimacy, generativity, and integrity."

Resulting value statements, often clarified and presented as leadership platforms become the future leader's *espoused theory of action* (Arygris and Schon, 1975). Articulating espoused theory does not necessarily indicate students can live up to those beliefs, or walk the talk. Their espoused theory may differ from their actual *theory-in-use* which is represented by present and/or future leadership behavior. Espoused theories and theory in use may not necessarily be compatible. For this reason, Kottkamp (1982) encourages the development of educational platforms early in the educational process so that examination and refinement of these beliefs might occur during the educational program. Platform development, then, becomes a dynamic process of reconstructing, refining, and verifying ones values throughout the learning experience.

Evaluation of one's platform can occur in a variety of ways. Kottkamp (1982) describes a method of using simulations and small groups to evaluate students actual behaviors. Another method to examine congruency might be to observe students (principals) on the job and compare and contrast faculty observations with students' thoughts. If the two sets of theories are congruent, students still should reflect on their beliefs, re-examine their relevance and adjust accordingly. If the espoused theories are not congruent with theories in action, students needs to change the beliefs, change the behaviors, or both. Either way, the key to determining congruence is in receiving feedback about the reality of exhibited behaviors. The remainder of this paper describes a study which explored such congruency.

The Study

This study examined four students' espoused leadership theories developed during their administrator preparation programs, compared those earlier espoused theories to their current leadership views, and analyzed their espoused theories in relation to subordinates' perceptions of their leadership behavior. Information regarding their *espoused theories* was gleaned from previously written documents, the leader's own perceptions, and the impressions of their interviewer. The impressions gleaned from their subordinates formed the basis for determining their *theories in use*.

The four leaders represented students who were previously members of an educational leadership cohort program from each of the following universities: The University of Houston, the University of Wyoming, the University of California at Fresno, and the University of Northern Colorado. In each of the four university sites, educational administration preparation programs were delivered in cohort settings consisting of approximately 20 students. During their cohort

experiences, each of the four students kept reflective journals, developed leadership platforms, and took part in an extensive battery of personality and leadership assessments designed to enhance self-awareness and insight regarding future leadership potential. This knowledge formed a backdrop for relating course content and promoting increased understanding as they were involved in the group problem solving processes promoted through their respective cohorts. Thus, not only did they **learn** about leadership, but they **related** leadership theories to their own lives and personalities and **applied** leadership concepts in actual group problem solving activities. This integrated learning approach provided a strong basis for conceptualizing their own views, or espoused theories of leadership. Based on these experiences, the four students in this study were asked to complete leadership platforms in which they discussed their views of educational leadership. This study explored the possible congruence between their espoused views (both prior to and during leadership) and their theories in action. Brief portraits were developed for each student by considering the following questions:

1. What was each student's espoused leadership theory, based on a personal platform developed during leadership preparation?
2. What are their current views as a leader, based on personal interview?
3. How consistent is each individual's earlier platform with the theory of leadership they currently espouse?
4. How consistent is each individual's espoused theory with their theory in use as determined by teachers' perceptions of their leadership behavior?
5. What similarities or differences exist across these individuals in regard to their espoused theories and/or their theories in use?

Method

All previously indicated data sources (i.e. personality assessments, journals, leadership platforms, vision statements) were analyzed to determine the student's espoused theory of leadership during preparation. These sources were analyzed using the guide, *Analysis Sheet*, included in the

Appendix. Attempts were made to determine the students' espoused views relative to the following areas: 1) Purpose of education; 2) Role of the teacher; 3) Role of the administrator; 4) Role of the student; 5) Metaphorical model of leadership. Current espoused views were determined from a structured interview conducted in the school setting using the *Principal Interview Guidel* also displayed in the Appendix. Interviews of faculty members occurred in the natural setting of the leader's school building. Principals alerted their faculties that the interviewers would be in the school and focus interviews were conducted with groups of 5-7 teachers. A minimum of two focus interviews took place in each setting. Structured interview questions were used as guides (See *Teacher Interview Guide* in the Appendix), but prompts and probes were used to help faculty more accurately get to the meaning of answers. Triangulation occurred through the use of the same questions being asked of the leader and his/her subordinates. Interviewers also exchanged tapes of their interviews and validated that at least a sample of the content of the interviewer's notes was, indeed, represented in the written portraitures. Interview data were also analyzed using the same student *Analysis Sheet* used for the leader's interview. Portraits of the leader were then developed starting with the beliefs and values espoused by the leader (both prior to and during leadership) and continuing on to the beliefs and values faculty members perceived were practiced by the leader. Congruent themes, as well as opposing beliefs and values are discussed for each case. Themes common to all sites are also discussed, as well the leader's impressions about the effect the cohort had on their learning and how the use of the platform aided or hindered their quest of defining their espoused beliefs. The four case studies are presented as the next section of this paper.

Portraits of Leaders

Case Study I: Amy Smithfield

"Vivare este cogitare" {Cicero}-- to think is to live. If a student is taught that learning is contagious, one idea will spark another"

Amy has always epitomized that "spark." From her beginning days as part of the original cohort at the University of Houston, to her current work as a school leader, one is impressed that there is something in this individual that is far above the "ordinary"- a sense of commitment and enthusiasm that ignites others to follow and "want to become."

Espoused Theory: As a Student

Personality assessments completed during Amy's cohort days described her as imaginative, creative, intuitive -a synthesizer. Strengths characterized by her style were indicated to be an "imaginative ability," "understanding of people," and ability to "recognize problems." Her work values inventories revealed a particular appreciation for creativity, intellectual stimulation, variety, altruism, and quality of life in the work setting. Future career choices were indicated to be most appropriately matched to teaching, social service, and law or politics.

Amy expressed many of these same qualities in her own leadership platform developed as part of her cohort. (Refer to Table I, p.8). As she indicated, "We, as educators, will attack the challenges of society by aiming [future citizens/leaders] with the courage and skill to create—no matter what the occupation." Likewise, she recounted, "As a principal, I see myself as the initiator of boundless educational opportunities, yet initiating is only the first step....we as educators, must mold students into brilliant individuals, because as Cicero wrote, "Vivare este cogitare"—to think is to live!"

Amy recognized the place of leadership in the improvement of societal conditions and viewed the leader as one who could "bridge the gap of relating social concerns to operational matters." The role of the principal she saw as "service to others:...the initiator of boundless educational opportunities;" yet initiation was seen as "only the first step."

Table I

Personal Platform: Amy

I. Espoused Theory: As a Student

Purpose of Education:

- Education should bring about social change. Students should be educated with social responsibility so that they "will lay down excuses, the tools of the incompetent, and cling to careful thought provoked by study and progressive action, a result of contemplation."
- "We must prepare our students with appropriate educational skills to act as critical thinkers who possess morals, attitudes, and ideals which allow for positive action against these adversaries" [i.e. societal challenges].

Role of the Teacher:

- Educators must "attack the challenges of society by aiming these future teachers, politicians, doctors, attorneys, other professionals, paraprofessionals and workers with the courage and skill to create—no matter what the occupation.
- "I envision each faculty member playing a significant role in making every child a most capable student.
- "As educators, we must never be satisfied with our current competencies but seek new fulfillment through shared study and discussion.

Role of the Administrator:

- "Bridging the gap of relating social concerns to operational matters is the role of the administrator." In the operational sense, administrators must involve the community to ensure that the economic community does not breed joblessness and underdevelopment, a direct contradiction to the purpose of educating students to be contributing members of society."
- "As a principal, I see myself as the initiator of boundless educational opportunities, yet initiating is only the first step. I realize the importance of motivating my students, faculty, and staff, using their talents and abilities to ignite enthusiasm about education and to douse apathetic, complacent attitudes which are now educational bedfellows."

- “As a principal, I will provide encouragement for achieving excellence in education. The school where I am an educator will be an efficient representative of sensitivity to each child’s needs while teaching the child subject matter and helping to develop skills.”
- My job as school principal will be to help develop each child’s character by helping him or her build self-image...recognition is not enough. Acknowledgment extends its arms beyond the complacent boundaries of mere recognition and helps to foster in each child a sense of belonging to a greater community, thus solidifying the need for an education.”
- “Administration demands leadership as a major dimension....as a supporter of the decisions of capable group members, as a stimulator of self-direction, or as a commander of the school, the administrator must be sensitive to the type of structure needed.
- “I feel leadership requires initiative....When a situation merits some alteration, I will institute a change. Above all, I will base my decision making on facts, sensitivity, imagination, encouragement, vision and initiative.”

Role of the Student:

- Students need to see learning as a “continual process...it is only through exposure to literature, science, art, music, and philosophy that the student will recognize parallels and relationships independently. We, as educators, will mold students into brilliant individuals because as Cicero wrote, “*Vivare este cogitare*”—to think is to live.”...If a student is taught that learning is contagious, one idea will spark another.

Metaphorical Model of Leadership:

- This future leader viewed organizations as **brains**:
 1. Recognized the need to “connect family responsibilities to the overall mission of the school....spoke of “cultivating parents through education and counseling to become involved in lay-professional committees which address educational issues.”
 2. Recognized the “importance of sharing knowledge...I envision each faculty member playing a significant role in making every child a most capable student....As educators, we must never be satisfied with our current competencies but seek new fulfillment through **shared study** and discussion.”
 3. Spoke of the need for connectedness: “Working as a unit, the students, faculty, and staff will recognize the fact that they are independent while realizing their **interdependence**.”
 4. Recognized and supported the need for change, initiation, and renewal

Espoused Theory: As a Leader

In 1990, Amy became an assistant principal. She was one of the first African American female school administrators in a previously Anglo dominant, affluent, Houston area school district known for its forward thinking and commitment to quality education. In 1993, she was selected by her peers as the Outstanding Assistant Principal in the Houston Area (Region IV) and honored by the Texas Association of Secondary School Principals (TASSP).

But, Amy's school is "north of the freeway," an area added to the district through rezoning efforts and one that is viewed by many as "less desirable." The middle school of 875 students is 75% Hispanic and 15% African American. It is characterized by a high concentration of low socio-economic students with over 50% coming from single parent homes.

In her earlier platform, Amy had written these words: "I will concern myself with reaching the total child...but recognition [of the child's needs] is simply not enough. Acknowledgment extends its arms beyond the complacent boundaries of mere recognition and helps to foster in each child a sense of belonging to a greater community, thus solidifying the need for an education."

These final words of Amy's platform seem today almost a self-fulfilling prophesy. For the past seven years she has spent her time in service to others. Her platform of leadership, shared during the interview, is outlined in Table II, page 12.

Amy became inspired by the complexity of her job. The low socio-economic conditions, ethnic diversity, and high mobility rate, rather than becoming factors of disillusionment, became, instead, challenges. "I got to know the families and the kids...this made me focus on a higher aspect of life. These parents wanted so much for their kids, but they were so busy just striving to exist. It soon became, 'You handle it Ms.[Smithfield]; I have to make a living!' A great deal of

trust was established between us.” Amy became committed to seeing that the children in this neighborhood were provided their just dues. “I worked a lot with parents and students on the attitudes of *inferiority*.” I stressed with them that “just because your school is ‘north of the freeway’, doesn’t mean that you can’t have what you need. You *can* have it; you need to *ask for it*.... You can have it *right now!*” Amy became an advocate for parents. She recounts the rewarding experience of working with them in Communities in Schools. “I just couldn’t do all that work by myself, the parents became my right arm!”

Amy believes that the job of the educator is to instill a desire for learning and to nurture the learner. She is adamant that learning is a continual process that does not just take place within the school. She insists that, “We need to take children out into the environment...have them involved in problem solving...constantly strive to better their perspectives of their world. It can’t just be formal education! We learn from the kids, too! They need to see that there is reciprocity there!”

Respect for human life seems to undergird all that Amy believes in: “We are here to support one another...all the lives that we touch.” She talks of community, connectedness—that sense of a “circle” where individuals are viewed as equal contributors to a greater purpose. “Seeking out the advice of many in working through solutions” as well as “building connections with others....building meaning” are important concepts voiced by Amy.

Being a leader for Amy is “being a role model.” Constantly aware of her own need to “become all that [she] can be and share it with others” she feels a need to constantly challenge herself. “I don’t like it,” she states, “when I see myself making mistakes. I need to stop and question, ‘is what I am doing really important?’ ...It takes someone to verbally challenge me at times. I need to interact

with those *outside* of education; they are the ones that are most questioning. They challenge my thinking."

Amy is quiet, almost humble, in response to questions about the honors she has received. Being selected as an outstanding leader by TASSP and serving as the President of the Houston Area Middle School Association seem secondary to the intrinsic rewards she receives in working with others. "My most personal pleasures come from what I have done for kids....to help students become 'sparked'. When they come back to school later and tell me, it makes me feel good." The good feelings she receives when parents and teachers express their appreciation is equally rewarding.

Table II

Personal Interview: Amy

II. Espoused Theory in Leadership

Purpose of Education:

- The purpose of education is "to instill a desire for learning and to nurture "...I truly believe that education is ongoing...it doesn't just occur in school settings. A great deal of education is outside. We need to take children out--[as learners] we have to be involved—problem solving—become part of the environment. Learners must be constantly bettering their perspective—their world. It can't just be formal education. We learn from each other! Students need to see that there is reciprocity there."
- "A lot of our life revolves around work; a lot of education should revolve around the work people do...Theory is useless if you can't use it in a situation."

Role of the Teacher:

- The teacher must be "a nurturer—a guidance person. A teacher should not only be knowledgeable but constantly learning...As a teacher you are a role model."

Role of the Administrator:

- "The administrator has to be the connector... provide the structure [i.e. the network]...To me its more of a **circle**. I don't work well with top down bureaucracy. When things are in a circle there is respect...."

- "Leaders must "seek out the advice of many as they work on situations...show respect for the opinions and the questions of others..."If that question is out there, some need is not being met."
- "Leaders must not only have dreams, but seek out resources to make those dreams come true."
- "As an administrator I value service...It's always service...service to all the people that I deal with. When I say service, it's for the kids. We are here to support one another...All the lives that we touch...We should help them build a sense of security."
- We "should become all that we can be and share it with others."

Role of the Student:

- Students "have to be risk takers! In order to do that, they must have a comfort level with that teacher. They also need to realize that "they can't be the only person with the good ideas...others have them, too.
- Learners need to understand that "we take our own experiences and constantly build connections with others...build meanings...

Metaphorical Model of Leadership:

- This leader espoused a **brain** metaphor as a guide for leadership:
 1. Advocated shared learning and connectedness
 2. Stressed lifelong learning and continual renewal
 3. Spoke of schools as 'families'..."When you design a school, a variety of ages should work together...provide services to one another...share knowledge. We need to integrate...make connections."

Theory in Use: Teachers' Perceptions

At the time of these teacher interviews, Amy was no longer a physical presence in the school where she had been an assistant principal for eight years. It soon became apparent to this interviewer, however, that "the spark" of Amy's influence was still very much in evidence.

Teachers talked of Amy and her work with obvious regard. They appreciated the sense of integrity that Amy displayed and the deep respect for humankind that they saw permeating her behavior. As one teacher remarked, "She held teachers in the highest esteem. I always felt

respected, complimented by her. It was a genuine pleasure to work with her. The highest regard came from her to me."

Amy's acknowledgment of others extended to students as well. One teacher remarked that "her supportiveness was astounding...She had a profound understanding of the emotional needs of children...great compassion...support." However, one teacher did remark (but still in a positive manner) that perhaps, at times, Amy "could have been more affirming to teachers."

Amy's theory in use, as perceived by her teachers is clearly evident. As indicated, teachers perceived that Amy saw the purpose of education as total development of the student-emotionally and socially. They felt that she promoted the idea of "children learning to learn...learning to guide themselves." As one teacher remarked, "I've seen few administrators who could deal with so many different types of children; she wanted to bring every child to their full potential."

Amy was viewed by her teachers as an instructional leader. They knew that Amy felt all teachers were accountable for each child's learning and "responsible for designing a healthy atmosphere so that every child *could* succeed." As one teacher suggested, "She encouraged us to become knowledgeable of the student"... "She wanted us to know more about each child's background...to make connections between the child's learning needs and the content to be taught." Professionalism was important to Amy; teachers viewed her as modeling this behavior and knew that she "expected it from all teachers." They saw her as a "calming and inspiring influence." As one teacher expressed, "She was right there with us, always-never that separated."

Teachers interviewed recognized that Amy wanted the learner to see learning "related to their own world" and that she felt environment and background played a major role. They knew that

she had high expectations for each child and wanted students to "strive to maximize their own potential." It was important to Amy, they believed, for "kids {to} work to the best of their abilities, but in a *healthy* way." They knew that she "wanted learning to be a joyful experience" for all students and thought students "should see their lives as fulfilling."

As an administrator, Amy was viewed as having "good people skills." Teachers saw her as "fair" and unpretentious in her dealings with others. In discussing her role as one of the four administrators in the building, one teacher remarked, "She had been here longer {than the others}, but you got the feeling that she didn't try to take over." Teachers seemed to agree that she was "responsive," "honest," and "always going that little bit extra that makes a difference."

Teachers did not perceive Amy as authoritative; instead, they suggested that "she tried to bring out answers- allowed us to think through issues on our own...She was a 'facilitator,' a 'guide'... She would come to team meetings, lay down a couple of principles she wanted to see, leave us alone to work on a plan, and check in with us later."

Many saw her as a "visible administrator" who could adapt easily to changing perspectives. She was seen as "multidimensional," a leader who "contributed to keeping things focused." As one teacher explained, "She could order the routine; she was 'real world' oriented."

Teachers described her as "inspiring"... "ready to share ideas"... "invigorating." As one teacher remarked, "I saw her as a broadening influence...She wanted us to look beyond where we currently were to a more complete view." Most agreed that Amy was always ready to acknowledge others' potential and to foster their development. "She encouraged me to go to grad school,"... "to interview teachers"... "to join organizations" were some of the comments

heard from teachers. Most seemed to agree that Amy "kept abreast of new theories and wanted {them} to apply new knowledge to situations."

One teacher stated that she was "surprised at what {Amy} could accomplish...the details! All seemed geared to making teachers feel important!" Still another recounted that, "She demonstrated intelligence, smoothness...She could put it {leadership} on like a coat!" The words "gaiety" and "humor" seemed to round out the impressions teachers had of this leader. They saw her as a principled individual whose "vision for the organization was that of a family: concerned adults; children who felt that concern; and teachers who provided support.

Case Perspective

Certainly the consistency between espoused theory and theory in use is clearly evident in the above case. Amy has established, in the view of those who worked with her, a credibility that has left an indelible impression. One senses that she would have continued to influence the transformation of individuals, as well as the organization, had she remained in her position.

But Amy has come to a turning point in her life. After seven years as an assistant principal, she has decided to leave. Risking the security of an established place as a school administrator, she has ventured forth to become an administrative intern in the Department of Personnel where she finds that she is continuing to be motivated by service to others. "How can I help to make the best connections [in selection/placement] for the good of the kids?" she asks.

Amy has chosen to move on in her career; it was not an easy decision. "I could do the job, but I needed to make more of a difference. I needed the spark to keep going!" She admits that there are adjustments she must make. "I have been viewed as a leader. Now I've got to prove myself

again...have someone check my work. I'm the same person I have always been; the title is just different! It's an attitude [that some people have about the word 'intern'] that conjures up a different feeling. Her sense of confidence and inner strength will ease her transition.

One feels a sense of inspiration in talking with Amy and in knowing that no matter what role she fulfills in the educational arena, those impacted by her leadership will be the benefactors. She will continually question the relevance of her life and the contributions she is making.

The "spark" is there and will remain....Vivare este cogitare—to think is to live!

Case Study II: Brad Norman

"The race goes not to the swift but to those who realize that there is no finish line..."

This quote from a Nike commercial exemplified Brad Norman's belief of being a lifelong learner as he entered the Snowy Range Cohort at the University of Wyoming in the summer of 1993.

Brad wrote in his reflective journal that his childhood did not offer many models for lifelong learning but that he always dreamed and believed his dreams could become reality. "Every kid should be able to sit on the swing set at night in the fall and dream like I did. Every kid should have his dreams come true like I did."

Brad was still a dreamer as he prepared for a future leadership role. On that first summer in his doctoral program, Brad's dreams included that of being a principal at a school "where every teacher wants to teach, every parent wants to send his/her child and where every "kid" wants to go to school."

Espoused Theory: As a Student

Personal growth was the core of Brad's personal platform (See Table III, page 18 for a detailed listing of major points from Brad's espoused platform). Growing personally is what allowed Brad to grow professionally. As he examined his life roles, he used the adage that "there is no finish line as the yardstick for each of those roles. As spouse, father, son, and educator, Brad fell back on a quote from John Kennedy to inspire him. "History is a relentless master. It has no present, only the past rushing into the future. To try and hold fast is to be swept aside." He understood that by trying to "hold fast" he would not be serving any of his roles faithfully. He continually searched for new ways of growing and of helping others do the same and believed that being a principled leader should be the focus of all his life roles.

Brad's educational background includes that of special education teacher, coach, assistant principal of a large junior high school, and elementary principal. These experiences provided a basis for much of the reflective activity that helped to shape the espoused beliefs outlined in the following table.

Table III

Personal Platform: Brad

I. Espoused Theory: As a Student

Purpose of Education:

- School should be a place "where every kid can come and get what he/she needs in the realm of academics and in the area of emotional support so that he/she will be able to grow and develop into a happy person."

Role of the Teacher:

- Teachers should be empowered to contribute to the growth of the school and to the full development of the student.

Role of the Administrator:

- The leader "should act with the best interests of the organization at heart...involve others in decision making, and help all faculty and staff to become leaders in the school."
- Leaders "should not be afraid to be accountable; they should take risks and encourage others to do the same."

Role of the Student:

- Students should be motivated to become all that they can be and be provided with equal opportunities to enhance their development.

Metaphorical Model of Leadership:

- This future leader appeared to operate from an **organistic view** of leadership:
 1. Stressed the growth and development of organizational members
 2. Was concerned with human needs and individuality
 3. Valued communication and the sharing of ideas

Espoused Theory: As a Leader

Brad became principal of Dutot High School, one of two large high schools in central Wyoming, in March of 1995. Dutot High has approximately 1350 students, mostly Anglo, with a ten percent minority population of African American and Hispanics. The school has a special education population of over 10% and houses a branch of the Wyoming School for the Deaf. In the last year, Dutot High School has produced five merit scholar finalists and offers a wide variety of activities and academic programs. The school is the recipient of bond money which has afforded it with internet capabilities to almost all classrooms. The community has supported the building in such major projects as complete landscaping and the wiring of the total building for the internet access. The school also houses one of Wyoming's only day care centers that is completely funded by the school district for the infants of school age mothers.

As its leader, Brad's personal vision is that of a school "where every kid can come and get what is needed in the realm of academics and in the areas of emotional support in order to grow and

develop into a happy person ." (See Table IV, page 20 for an outline of his espoused theory as a leader). Brad is also very concerned about the issue of equity. He does not want a school that does good things for the "rich kid" or the "at-risk-kid," but rather one in which all students who enter find the opportunities they need.

Brad does not believe in top down administration but believes that schools should be driven "by the people" who include teachers, parents, kids, staff, and community members. He views the organization as a living organism based on interdependence of faculty, adaptability to change, and productivity through people. He believes that teachers at Dutot feel empowered to make decisions that contribute to the growth of the school.

Table IV

Personal Interview: Brad

II. Espoused Theory: As a Leader

Purpose of Education:

- Education should prepare students with the skills and background knowledge needed to make an impact on the world.
- Education should recognize the individual needs of students, expose them to many areas, and help them grow in tolerance of other's differences.

Role of the Teacher:

- Teachers are the "delivery point," the point of contact. "Teachers are where things begin and end...the critical point in making things better for kids."

Role of the Administrator:

- Leaders should support teachers by providing the things they need to make a positive impact on kids and provide them with a positive learning environment.
- The leader's role is that of a "buffer", an insulator from the daily interferences that take away from the teacher's ability to do "what is best for kids."
- Leaders should be guided by a sense of equity or fair play and be able to see things from others' perspectives.

Role of the Student:

- Students vary considerably in their motivation and ability to learn. "Schools should be made relevant to all those kids if they are to get as much as they can" from the learning setting.

Metaphorical Model of Leadership:

This leader currently demonstrates an **organistic view** of leadership:

1. Considers the organization to be an interdependent unit
2. Values the ideas of all organizational members
3. Encourages team work
4. Celebrates the victories of the organization and its members

Theory in Use: Teachers' Perceptions

Staff members and faculty described what they perceive to be the underlying principles that guide Brad Norman as a school leader: what they think Brad stands for, what he articulates as the purpose of education, and what he expects from students and staff. (See Table IV, page 35). The general consensus is that the most important thing for Brad is for students to be provided with an education which prepares all kids for future endeavors, to help them grow not only academically but in all ways. Clearly the all is very important to Brad. As one teacher stated, "His philosophy is that he wants to touch all kids somehow and make sure that each one of them has a positive experience...and in all areas as much as possible." Brad is a "students' principal; he's always in the halls making them (the students) feel good."

To accomplish Brad's educational goal, the faculty feels that he expects them to ensure that all students have a "positive experience" at Dutot High; that all kids "feel good about coming to school." Brad views the faculty as the front line. It's what faculty do in the classroom that's important to achieving the educational goals of the school. It's their job to build those "connections," "to make sure the students feel good about coming to school," to be mentors and

guides, to create the spark for each kid. "I think he feels that we have the most important job in the school and that he's here to support us in any way that he can to make sure we get our job done."

One faculty member described the organizational context of Dutot High as "plasma," like the liquid part of the blood, continually flowing, revitalizing the body, changing, meeting different needs and challenges of the faculty and students. Others echo the same sense, calling it ever changing and flexible. "It's definitely a growth environment, people here are not afraid to change." Still another teacher indicates that Brad probably would like to see the place as a thinking organism, a place where faculty take responsibility for making decisions about what's needed at the school and what's best for kids.

Teachers are in agreement that they form a close knit group most of whom work together as a team. They agree that there are still some pockets of resistance to change, but they don't see that as unusual in an organization the size of Dutot High. Developing a team spirit is not easy but they believe Brad is making headway, that things are definitely on the upswing. There appears to be more of an overall school spirit since Brad's arrival, more excitement..."and I think it's because of Brad, people rally around him; he causes teachers to get fired up." Since Brad and his assistant principals appear to have fun at their jobs, faculty feel that helps them get excited to want to come to work. Brad is seen as a cheerleader, not only for kids, but also for faculty and staff. He has taken what was good (about Dutot High) and made it better." This researcher noted that the faculty room is a pleasant place to visit with colleagues. Teachers were upbeat, humor was evident, popcorn was plentiful and it was apparent that teachers enjoyed working in that environment.

Teachers truly believe that they have the absolute ability to make any decisions related to better serving kids in their classrooms. "We are in charge of our classroom" was a commonly heard theme. Teachers feel total control when it comes to making decisions that affect how and what they teach. Because of Brad's openness, and his willingness to listen, all faculty sense they are able to have input into all school business. Because they feel no fear of retribution, teachers often find themselves offering advice on any or all parts of the school operation. Brad likes to get teachers together to discuss ideas and issues. He encourages everyone to examine all options on any issue but doesn't try to impose his thinking on the group. "He's really good at getting adverse groups of people together, having them set a goal and setting them on the right track. He isn't one to say this is our focus; he wants us to come up with that."

Case Perspective

Brad's espoused theory seems quite consistent with his theory in use as perceived by his staff.

After only one year in his position, he appears to have established a great deal of credibility with those who work beside him. He is determined to continue to pursue that dream, so vivid during his graduate school days, of being a principled leader. He does not feel that he has "arrived"; there is still much to be accomplished.

Brad believes, like Andrew Jackson, that "One man with courage makes a majority." Leaders must be able to inspire and motivate followers into action. Brad states that principled leaders of today "charge many private hills on a daily basis" and that without a core set of beliefs and a sense of personal vision, it is difficult for a leader to serve effectively as a steward to the people served. Brad seems to understand that the world will continue to change, and he is determined to be a player.

...“I hope that by always moving toward, but never crossing my finish line, I will continue to grow throughout my life. My role as a leader and professional will change, but I believe the values and beliefs I hold in my heart are untouchable. Time will be the judge of that.”

Russ Weikle

“Education is the golden ticket...it is an investment in human capital. What better way to invest in our future than by investing in our youth...”

Russ Weikle entered the University of California, Fresno in 1993 with a background in counseling teaching, and school administration. During his year there, he participated in various reflective sessions with his cohort, developed a professional portfolio and platform, and kept a fieldwork journal. These experiences, he believes, were instrumental in helping to shape his espoused theory of leadership. This espoused theory is outlined in Table V, page 24.

Espoused Theory: As a Student

Russ clearly articulated a vision of schooling and educational leadership built upon the value of people and relationships. His vision contained a strong sense of responsibility for preparing young people for the future and for their place in our democracy. He wrote in reflective papers of investing in youth as the best way “to invest in the future.” He said he had previously “never thought of the principal as the instructional leader” and now understood that concept. He wanted those who worked for him to “want to work for the kids and for what’s in the best interest of the kids.” He viewed himself as “an advocate for kids” and believed strongly that unless we make a positive investment in youth, we are at risk of losing them.

Becoming a good leader was important to Russ. He expressed the belief that leadership begins with self understanding and that careful analysis of oneself, as well as the organization, are

necessary precursors to leadership effectiveness. He wrote that he wanted to be effective, efficient, and "consciously competent in my job," and he believed that by paying attention to people, "they will perform better." He also identified balance in his life and enjoyment of life as personal priorities. His views as a student are outlined in the following table:

Table V

Personal Platform: Russ

I. *Espoused Theory in Preparation*

Purpose of Education:

- Education is an "investment in human capital.
- Schools should involve all people affected by the necessary changes that should take place in education; all people should be comfortable with those changes.
- A cooperative effort should be made in setting a "new philosophy of education."
- Schools need to get people to "stop thinking of themselves and their individual rights and start thinking of their responsibilities to the survival of the masses.

Role of the Teacher:

- Teachers should teach children the "things they are not getting at home...the "difference between right and wrong...provide them with guidelines to live within society."

Role of the Administrator:

- Leaders should not make changes before they know what is wrong or where they want to go."
- Leaders should stop and assess where they are in their own lives..."It is important to learn to administer [one's] own life before starting to administer other people's lives."

Role of the Student:

- "Students need to learn from their own mistakes and be held accountable for their own actions...Teachers need to help kids set goals for themselves."

Metaphorical Model of Leadership:

- This future leader viewed organizations as *organisms*:
 1. Was an experienced school counselor

2. Understood people's needs. Believed that they must be satisfied if they are to lead full and healthy lives and perform effectively in the work place.
3. Expressed a need for *balance* and for cooperation in working with others

Espoused Theory: As a Leader:

Russ began his principalship three years ago in Citrus Middle School. This middle school, in rural central California, was a school with a long way to go. Reputed to be the community with the lowest per capita income in the state, 97% Hispanic population with the accompanying language, poverty, and cultural issues; and reading scores virtually in the basement, principal Russ Weikle knew that the only way he could move his school was up. Russ has always had a vision for Citrus. When he took the reins of school principal, he told himself that he wanted Citrus to become a California Distinguish School within five years. He did not tell his staff at that time; he has not told them yet.

As a graduate student, Russ had written that he was concerned when people "make changes before {they} know what is wrong or where {they} want to go." As a principal, now, he feels he understands change and what is required to lead this school in new directions. He understands its organizational culture and how it must be carefully shaped. And, perhaps, most importantly, he believed then, and he believes now, that people affected by changes must be involved in those changes and must be "comfortable" with them if "cooperative efforts" are to evolve.

In his personal interview, as outlined in Table VI, he identified these guiding values in his life: "Relationships," "Treating others as I want to be treated," "Providing a good education for kids," and "Respect and responsibility." He wants to be a catalyst for a model school and to spark the enthusiasm of the staff. He wishes to provide a learning climate that will motivate students to

seek knowledge and understanding and to become productive members of society." Russ knows that he needs to continue seeking balance in his life and that time for reflection is important.

Russ is living his dreams. Although it has not been easy, he is finding rewards in the progress. Much of his first year was spent in supervising the building of several classrooms. His background in teaching carpentry and construction was extremely helpful, but the demands on his time were considerable. His school also faced a state compliance review in its first year and an academic review in the second. Although leading these review processes was very demanding, he learned much about Citrus and its teachers, programs, students, and community. The Citrus community learned about him as well.

Russ Weikle likes kids. He is pleased to take achievers out to lunch which, given the size of Orange Cove, frequently means a trip to a restaurant in a nearby town—a real treat for the youngsters. He values student activities and is encouraging more clubs, tutoring, music programs (one choir sings in Spanish), and a dance team. He promotes academic activities through spelling and geography bees and essay contests. Next year, his emphasis will be on reading, and he is planning for computer programs, incentives, and a district-wide Battle of the Books to be held at Citrus. He wants his school "to shine, to do something special and have people know it."

Developing a team of people is a slow process, but Russ believes progress is being made in teachers' willingness to try new ideas (technology, for example) and work together (jointly developing a core curriculum). He is quite conscious of where he is going and how he is trying to bring teachers along. Given the history of negativism at the school before his arrival, he says, "I have to be careful. I can't have a setback. I can't lose trust." He believes the "timing" has not been right for the joint development of a mission. This fall, he will talk more to his teachers about

outcomes for kids and what that means. He thinks this may be the year that they create a mission for Citrus. It may even be the year he tells them about his own vision for the school, as he thinks they are ready to hear it now.

Russ values relationships and works hard to foster positive ones. He treats his teachers as he would want to be treated. He has instituted an end-of-year party at his home, a tradition which is growing in popularity and becoming a part of the culture. He works hard to "build trust among the staff and with each other" and "to emphasize working for the good of the kids."

Russ mentioned the loneliness of the principalship and the importance for him of meeting with others as he can find the time. The job may not be all that he expected, but he seems to know how to approach the position and the school.

Table VI

Personal Interview: Russ

II. Espoused Theory : As a Leader

Purpose of Education:

- Education should be preparation for the world of work. It should provide students with the tools necessary to be "productive citizens and productive adults."
- Education is the "golden ticket" to a productive life.

Role of the Teacher:

- The teacher's role is that of motivator. Teachers should relate to students in ways that will motivate them to "*want to learn*."

Role of the Administrator:

- The administrator has the responsibility to "remove obstacles so teachers can teach and students can learn"...He constantly asks, "How can I make it easier for teachers?"
- Administrators should be advocates for kids and that they should cultivate good relationships with their students.
- Administrators should show an interest in and feel responsible for how adults relate to each other.

Role of the Student:

- "Kids need to be comfortable, to be motivated, and to feel that they belong."

Metaphorical Model of Leadership:

- This leader currently espouses an **organistic view** of organizations:
 1. Values human relations and social needs
 2. Believes in productivity through people
 3. Is interested in collaboration and teacher decision making
 4. Is flexible and values balance in the organization and among its members

Theory In Use: Teachers' Perceptions

Teachers at Citrus Middle School, while representing some variety in opinion about their principal's leadership, seem to understand that he has plans for this school, and, for the most part, they are positive about their role in changes being made.

His faculty identified his values as "encouraging respect in kids," "honesty," "high standards," "education," "people," "relationships," and "loyalty." "Everyone is part of the effort, from the custodian on up...People, teachers, students." One teacher was not sure about Russ' values; another said that he "tries to win us, tactfully."

While his teachers are uncertain about empowerment and what it might mean, some noted that they had "open discussions" with him, that he "facilitates" and does not "dictate," that they "feel more at ease," and "not threatened," and that "trust is building." Two teachers noted that about 20% of the staff is not part of the team and tend to be critical; one said there are "pockets of team spirit," and that teachers are always "there for each other." It was noted the "atmosphere is improving and that "We are getting together socially; we like that."

The school's mission has not yet been developed by the current staff. Some teachers were confused when questioned about the mission ("The secretary has it, "We wrote something last

year,"..."It's what drives us."). None could state the mission. Most, however, now understand Russ' desire to move Citrus forward. "He may have Blue Ribbon School status in mind," said one, and others comment that his interest is in "improving student academic achievement, " in "making kids better readers," and in creating an "exemplary school. One thought he had "big plans" and said that he has shared some of them with her. Two were not sure of his vision for the school.

In terms of the principal's influence on the organizational context. Russ was said by one to be "a breath of fresh air, a great influence." Another said, "he's on the right track: we're becoming." One said Russ had not been there long enough and he "needs to be more forceful." Still another said that people feel "valuable, useful." And it was noted that the principal "encourages and supports us," and "feels comfortable around people."

Case Perspective

Although Russ' values as a student may have been somewhat general, he knew what he wanted and believed in. Perhaps his experience as teacher, counselor, and assistant principal had helped him develop a strong sense of his beliefs. Today, he seems to be living his values, and, for the most part, his teachers recognize and understand what is important to him.

They know that he is vitally interested in the welfare and learning of students. They see him as "a teacher," one who understands. They believe he understands kids and the difficult community in which they all work. And this provides him with credibility. While one or two have some complaints about his "failure" to be more directive or to have been unduly influenced his first year by "some people," teachers generally respect him as a leader. They seem to like him. They are willing to follow him. And some are even excited about the future at Citrus.

Because of Russ' apparent understanding of self, as well as his knowledge about school leadership and what it really requires, he seems to be remarkably consistent in his earlier writings, his interview, and in his teachers' views of his actions. No doubt his many years in education have served him well and prepared him for this role. His leadership classes, the chance to work collaboratively in a cohort to reflect, to practice with feedback, and to discuss issues and practices in his fieldwork seem to have prepared him well for his role. His is a tough job. If he can "fulfill the promise" to the kids of the Central Valley (the theme of the new Valley League of Schools, of which he is an Executive Board member), he will have made a difference in the lives of kids and teachers. The children of Orange Cove really need Russ Weikle. The teachers need him, too, and are willing to let him lead and even to be involved in that leadership. His eye is on the future. He will have affected that as well.

Case Study IV: Bob Crawford

"If we work together as a team, no one can impede what we are trying to accomplish..."

Prior to becoming the principal of Patterson High School, a school situated in a rural mining and agricultural community in Southwestern Colorado, Bob was a high school teacher and coach for thirteen years. His original motivation for entering the university leadership development program at the University of Northern Colorado was to become a central office administrator; however, his involvement in the three year program convinced him that he could have more influence on students as a school principal than by continuing as a teacher and coach or becoming a central office administrator.

Espoused Theory: As a Leader

This extensive background in coaching athletic teams, along with recent experience as part of a university cohort, had a profound influence on how Bob saw school organizations needing to function. As outlined in Table VII, page 32, Bob believed that people must work together to provide a quality education for students and that "teamwork is needed if teachers are to reach the next step in their development.

Bob espoused a belief that education should provide students with opportunities to develop into productive members of society. He viewed teachers as facilitators of this learning—as guides rather than sages and believed that administrators should promote a climate of optimism rather than negativity in their support of teachers' efforts. Administrators should be controlled, organized, and industrious team members willing to risk and model strong values. His earlier platform of espoused values is displayed in the following table:

Table VII
Leadership Platform: Bob

I. Espoused Theory: As a Student

Purpose of Education:

- Education should provide students with the opportunities to develop into productive members of society.

Role of the Teacher:

- Teachers are viewed as facilitators of student learning, becoming "guides on the side" rather than "sages on stages."

Role of the Administrator:

- Administrators should eliminate negativity from their lives and not hang their emotions on the outcome of any event. They should plan their lives, control their time, and master their emotions.
- Quality leaders should have high energy, work harder than anyone else, take risks, and be highly focused.

- Leaders should model strong values ; honesty and trust should be strongly demonstrated.

Role of the Student:

- Students should be active learners taking responsibility for their own learning.

Metaphorical Model of Leadership:

- This future leader appeared to operate from an **organic view** of leadership:
 1. Expressed his motto as "we care, we share, we dare."
 2. Advocated the support of teachers in their development
 3. Believed in interdependency and teamwork

Espoused Theory: As a Leader

Bob is beginning his second year as the principal of Patterson, a high school of approximately 200 students with 20 full- and part-time teaching staff, only two of whom are over the age of 40. The school has one assistant principal, who also serves as the counselor and athletic director. The Patterson community is mainly comprised of working class families, many of whom are employed by the local mining company or are involved in the agricultural business. Many students are motivated to complete high school so they will be eligible for jobs at the mine or with local businesses. Parents want their students to succeed in high school, but Bob feels they may not demand the same level of performance (translated as A and B work) as he and the school's teachers would expect.

Before Bob's arrival at Patterson, the school and the local community had gradually become separated. Many parents and community members did not feel directly connected with the school. In recent years, the former principal rarely attended athletic events away from the school and shied away from local business organizations, such as the Kiwanis and Rotary Clubs as well as the Chamber of Commerce. Disciplinary problems began to mount as students cut classes, littered the

school grounds, and showed a general disrespect for school and community property. In an attempt to reduce vandalism, the former principal canceled the traditional bonfire prior to Patterson's homecoming football game, raising the ire of the entire community. Although there had been few complaints about the curricular program and instructional strategies, many teachers avoided contact with parents for fear of receiving criticism about student conduct.

After one year in the role of school principal, Bob seems to have as much passion, energy, and enthusiasm for being a school leader as when he finished his preparation program. In the interview, his statements captured much of his earlier enthusiasm and point out the high level of commitment he brings to his role. (Refer to Table VIII , page 35 for an outline of his espoused theories in leadership).

Bob is clear about what he believes and values. To be sure, the daily interactions and events experienced by a high school principal can challenge a person's ability to live out those values. He acknowledges that living in a small community makes him more aware of the importance of keeping certain information confidential. His desire to be honest with others must be tempered with not revealing sensitive information which might be misinterpreted or misused by other people. Furthermore, being a first-year principal who is trying to be more visible and model certain behaviors can be looked on with disfavor by some educators. While his preference is to be quite energetic and enthusiastic, Bob realizes that he needs to tone down these tendencies at times, especially when interacting with other principals.

Although Bob is not one to take credit for what has transpired at Patterson, he does acknowledge a number of contributions he has made. For example, he believes that students and teachers have more pride in their work and in the school. Students are more cooperative and fewer disciplinary

problems arise now that a consistent and effective discipline plan has been implemented. He believes that the community feels more a part of the school again and that teachers are growing professionally. He believes, too, that his efforts at teambuilding are beginning to surface. Teachers are coming to Bob with ideas and suggestions of how to improve the school. Rather than being the only resource, he is recommending that teachers work with other teachers, the assistant principal and district administrators and specialists to develop their ideas. He senses that his espoused belief that "teachers make the difference" seems to be having an impact on how staff see their individual and collective efforts to make Patterson a more productive learning environment for students and adults. He sees his continuing challenge is to be moving teachers to the "next level" where they are able to become a more effective team that bonds together. To achieve this goal, he feels he will need to continue to provide the vision or direction for the school and build trust so that meaningful relationships and bonds can develop.

Bob acknowledges his cohort experience and resulting opportunities for self-awareness as a decided influence in his development as a leader. His sense is that the three-summer experience allowed him to learn how to develop and reach a vision, built his self-confidence and sense of efficacy, and provided a sense of support and security needed for growth. Although Bob acknowledges the importance of this experience in his life and development as a school leader, his determination to ensure that Patterson becomes an effective learning environment for students and adults speaks highly of his ability to practice the values he clarified in his earlier platform and the skills he developed during the preparation program. Bob senses the faculty, staff, and students realize the direction he is headed, but he knows that the school has a long way to go to reach the level of excellence he desires.

*Table VIII**Personal Interview: Bob***II. Espoused Theory: As a Leader****Purpose of Education:**

- Education should provide a variety of real world learning experiences so that students will be provided the skills necessary to meet their obligation to become productive members of society.

Role of the Teacher:

- Teachers should provide harmonious relationships between home, school, and community. They should create student-centered learning environments; should be allowed to grow and develop their skills and knowledge; and should modify their instruction to meet the needs and demands of students and society.

Role of the Administrator:

- Administrators must help support teachers as they explore new teaching methods and curriculum.

Role of the Student:

- Students must strive for academic excellence all of the time, never being satisfied with a mediocre or half-hearted effort.

Metaphorical Model of Leadership:

- This leader demonstrates an **organistic view** of leadership:
 1. Connects productivity to the fulfillment of human needs
 2. Encourages interdependency
 3. Fosters productivity through people

Theory in Use: Teachers' Perceptions

Staff members shared their impressions of Bob's views on the purpose of education as well as what he expects of teachers, administrators and students. They sense Bob's view of education is that students should be actively involved in learning, accountable and responsible for their actions, and introduced to the realities of life so that they are prepared for the future, whether they choose to attend college or enter the workforce. They believe Bob is extremely interested in the future

success of all students, regardless of their background or previous history in the educational system.

To ensure these student outcomes are achieved, teachers must "coach and sponsor" students, providing them with numerous opportunities to become actively involved in the curriculum. They feel Bob has encouraged their efforts to develop a hands-on, experiential curriculum, citing his support of the technology curriculum and the integrated studies program. In addition, teachers are not to be viewed as merely presenting lessons to students, but should be involved in school-level decision making, including the hiring of staff, scheduling classes, redesigning the curriculum, and involving themselves in community activities and events.

One staff member suggests Bob is an "environmental engineer," constantly working to create a climate supportive of change and innovation. By getting input from staff and being sensitive to their needs, Bob is seen as creating such a climate. For instance, they noted the significance of his visiting all staff members (cooks, custodians, clerical and teaching staff) during the summer prior to his first year as the principal. During these visits, he gathered their ideas about what the school needed to accomplish. In addition his sensitivity to staff members' needs is illustrated in his willingness to alter a teacher's schedule so she could go home during the noon hour to nurse her new child. They note that Bob expects student to always give their best in academics, athletics, and citizenship. He wants students to know their strengths and take advantage of the opportunities afforded by the school and the community. They sense that his immediate and matter-of-fact style of dealing with disciplinary matters demonstrates to students that he not only cares about their actions, but that he also does not carry a grudge after the disciplinary incident is over.

The staff admitted that teachers already had formed social and professional networks and worked collaboratively prior to Bob's arrival. As one teacher explained, "It's randomized chaos around here. We're like a MASH unit," implying that everyone is expected to chip in and help the school move forward. Although this sense of team spirit existed before Bob became the principal, he has helped staff members become even more involved in working together. By constantly praising staff for their accomplishments, they sense his eagerness to see them grow and develop their talents. Not only has the staff continued to host pot luck dinners and baby showers for staff members, but Bob also has involved them in making school-level decisions, such as asking for input on hiring new teachers and developing the master schedule, issues which teachers rarely have had input in before.

His willingness to support the staff's ideas and involve them in decision making has enhanced their sense of ownership and empowerment in the school's affairs. They feel one of Bob's greatest assets is his ability to listen to their ideas, assess their needs, and respond quickly. An important consequence of being so approachable is that Bob learns of problems before they become a crisis. Staff members are likely to tell Bob about sensitive situations so he can be alerted to potential problems, rather than being blindsided by them. His ability to listen and his consistent approach have been especially important in resolving the disciplinary problems which existed when Bob arrived at Patterson. For example, one of his first actions was to produce a written discipline code which he has implemented "fairly and evenhandedly" according to staff members. Students and teachers know what the consequences are for certain infractions; Bob follows these policies and takes immediate action.

The staff see Bob moving the school in important directions in the future. An integral part of Bob's vision for the school is his desire to see Patterson High receive a Blue Ribbon School award within the next two years. This highly-competitive national award recognizes schools which demonstrate excellence and quality for students and staff. He has told staff that in his mind they already are performing like a Blue Ribbon School, and he wants them to be recognized for their accomplishments. Such recognition would not only be important for staff morale, but would also demonstrate to the local community the worth of the school, a matter of continuing importance to the staff.

Staff members are quick to point out the values which underscore Bob's words and actions. They see him as wanting what is best for teachers and students by valuing involvement, effort, creativity, and a diversity of instructional approaches. His core values are fairness and honesty in dealing with people. As mentioned earlier, staff members appreciate his consistent approach in dealing with students and staff, especially in handling disciplinary matters. They also see Bob as having a love of nature and the outdoors, noting his passion for fishing and hunting. The contributions Bob has made to the school in his short tenure are revealed in the major themes presented above. In particular, staff members feel his most significant contributions include his: (a) consistent approach to dealing with people and problems and (b) his willingness to support people professionally and personally. For example, his follow through with discipline has shown them there is "substance behind his words." In addition, Bob supports staff by listening to their curricular ideas, obtaining equipment and resources, and encouraging staff to take mental health days to ensure they maintain their vitality and enthusiasm for the job. Actually, many staff members had a "wait and see" attitude at first. One staff member, for example, stated that Bob

was "on trial" when he started the job. Many staff were somewhat cautious about his enthusiasm and positive attitude, and were waiting to see if he would follow up on his ideas. Initially, some staff and students sensed his exuberance as sometimes lacking sincerity; however, as Bob toned down his excitement and took positive steps toward the goals he spoke of, they became convinced that his actions were sincere and matched his words.

Case Perspective

Overall, there is great consistency between many of the ideals Bob expressed in the educational platform he produced in his leadership preparation program, his stated goals and aspirations for Patterson, and the impression of staff member of what he stands for and is trying to accomplish.

Staff members see Bob's views about the purpose of education the same way he does. While Bob emphasizes "real world" learning experiences, his staff senses that Bob values involvement, accountability, and responsibility so that the future workplace needs of students will be met.

Bob stresses the facilitative role teachers play. Teachers understand this emphasis and recognize that their principal sees them as being responsible for a variety of tasks beyond classroom instruction. Both Bob and his staff agree on the supportive role played by him as a school administrator. In describing the supportive atmosphere Bob strives to establish, staff members believe Bob is attempting to create a climate for change (e.g., the "environmental engineer analogy") and is sensitive to their professional and personal needs. Bob feels that teachers and other staff members are taking more pride in their efforts as a result of his encouragement.

Although staff members do not mention self-pride when speaking of his supportive attitude, they indicate "feeling at ease" and being less tense because of his support for their individual and collective efforts.

Both Bob and the staff describe the school as operating as an interrelated system, which is a more organic or holistic approach to viewing organizations. Bob uses the concept of "teamwork" to describe this interdependency; staff member use other images (e.g., the "MASH unit" analogy).

Comparing the espoused ideals in Bob's leadership platform with his desired goals for Patterson High, and then analyzing the impressions of staff members concerning Bob's actions, reveals a fairly consistent pattern. When interviewed, Bob was more precise about what he was attempting to accomplish at Patterson than he had been as a student. Undoubtedly, this was because he was describing an actual school setting, rather than a more general philosophy as articulated in his platform. Regardless of the level of specificity, however, there is still consistency in his espoused views. These views are further validated in his leadership behavior.

Initially, Bob was apprehensive about the value of platform development as revealed in this written reflection, "when I first did the {platform} I was skeptical about its use for me as an administrator...I did not believe a year ago in the relevance of this platform." With the passage of time, Bob's opinion began to change. Perhaps the greatest insight about the value of the platform in clarifying a school leader's beliefs and philosophy is reflected in Bob's written comments at the conclusion of his leadership preparation program:

... I see my platform as a tool that I will use to frame in my own mind exactly what I believe. I believe that this process of revising the platform doesn't end after I get my first principal job. The revision of the platform {can be done} every year and {at} every stage of my career.

Comparisons Across Subjects

Various themes emerged from these portraits. These themes, or values, included: 1) Valuing concrete, real world experiences; 2) recognizing one's social responsibility and promoting that

value through education; 3) nurturing others in their struggles to become; 4) promoting connectedness or shared learning; 5) valuing growth and continual personal development; and 6) fostering renewal, change and creativity through one's own initiative.

These seem compatible with Alderfer's ERG motivation theory (existence, relatedness and growth) and with Maslow's concept of the human needs that motivate behavior (physiological, security, love, esteem, and self-actualization). As a means of reflecting on those values that each leader seemed to espouse most frequently, key terms or phrases stressed by each leader and/or their staff, were identified. These terms/phrases are identified categorically according to the concepts of Alderfer and Maslow. Categories and corresponding identified needs are given.

Real World: physiological/ security (Maslow) or existence (Alderfer)

Security/Structure: security (Maslow) or existence (Alderfer)

Social Responsibility: love, belonging (Maslow) or relatedness (Alderfer)

Nurturer: love, belonging, achievement (Maslow) or relatedness/growth (Alderfer)

Growth: esteem, achievement (Maslow) or growth (Alderfer)

Renewal/ Initiative: self actualization (Maslow) or growth (Alderfer)

Amy

Real World:

- Work related...
- Provide real world experiences

Social Responsibility:

- Bring about social change...
- Social responsibility....

Nurturer:

- Instill desire for learning...nurture
- Encourage...promote self confidence
- Inspire...
- Connector...circle builder...
- Seek advice of others...
- Service oriented...
- Promote sense of belonging

Growth:

- Continue to grow
- Extend opportunities
- Learning is a continual process...
- Cultivate shared learning/responsibilities
- Instill desire for learning
- Become all one can be....

Renewal/ Initiative

- Renew...risk taker
- Secure...self-assured
- To think is to live....
- Initiate opportunities...
- Promote self confidence...
- Critical thinkers...
- Dreams and plans...

Brad
Real World:

- Provide real world experiences.....Be relevant...active learners

Social Responsibility:

- Prepare them to make an impact....
- Expose students and help them become tolerant

Nurturer:

- Provide emotional support....contribute to...encourage others...support teachers...be buffer...
- Motivate...value ideas/contributions....equity/fair play
- Provide harmonious relationships
- Create student center learning environments
- Meet the needs of students
- Facilitate

Growth:

- Contribute to growth..
- Motivate to become all they can

Russ**Real World:**

- Teach skills...prepare for world of work

Social Responsibility:

- Invest in human potential...Responsibility to contribute to the survival of the masses.....

Security/ Structure:

- Teach skills...right and wrong
- Provide guidelines
- Help kids set goals
- Give thoughtful consideration to any change
- Be accountable...learn from mistakes

Growth:

- Remove obstacles for teachers to help kids..
- Self assess...
- Learn from mistakes
- Be motivator

Bob**Real World:**

- Active learners...Take responsibility for own learning....

Social Responsibility:

- Develop into productive members of society...
- Model strong values
- Honesty and trust should be strongly demonstrated...

Security/Structure:

- Administrators should: "plan their lives...control their time...master their emotions
- Leaders should: "work harder than anyone else"...be "highly focused"

Nurturer

- Support teachers in their development...
- Provide harmonious relationships...
- Create student-centered learning environments..
- Build trust....

Growth

- Teachers: "facilitators of student learning..." "guides on the side"...
- "Strive for academic excellence....never be satisfied..."
- Explore new teaching methods/curriculum

Renewal/Initiative:

- Leaders should "take risks"...
- Eliminate negativity...don't hang emotions on the outcome of any event.....
- "We care, we share, we *dare*".....
- Provide vision....

Overall Perspectives

These portraits suggest that the espoused values of these leaders during the time of their leadership preparation have remained consistent with the values they currently espouse and with the values that are exhibited in their leadership behavior. Though each leader espouses a

somewhat different view of their leadership role and the underlying values supporting that view, each has carved out a place of leadership that appears to be effective and one that is uniquely their own. Such findings support the concept of leadership artistry conveyed by Kouzes and Posner (1987) and suggest that there is value in clarifying one's values through such activities as platform development. If leadership is an extension of what the individual values and if it is effectively orchestrated as that individual becomes more self-aware and accepting, preparation programs should cultivate opportunities for reflective activities to occur.

Each leader in this study, though exhibiting a somewhat different view of his/her leadership role and espousing different values, has, none the less, remained true to earlier views. Based on their own perceptions and the perceptions of their subordinates, they have operationalized those values in their leadership behavior, thus displaying consistency between espoused theory and theory-in-use. This study seems to suggest that one's concept of leadership does appear to evolve from the values espoused and cultivated.

Prospects

If the values articulated and developed during leadership preparation do remain a central part of the leader's theory in use, it is important that opportunities exist within preparation programs for a more deliberate and thoughtful approach to values clarification. The platform appears to be an important tool to assist in this process, and the prospects for connecting the platform to other meaningful learning experiences are numerous. Consideration might be given to the following points:

1. Platforms should be constructed in the context of self-awareness activities such as personality/leadership assessments and development of individualized educational plans (Norris, 1994).

2. Platforms should be directly integrated with the academic content related to leadership, organizational theory, curriculum and instruction, and cultural awareness (Norris & Herrmond, 1995).
3. Platforms should serve as a reflection tool for validating the solutions to problem solving activities, examining leadership projects, and understanding positions taken on educational issues (Norris, 1995).
4. Platforms should be revisited in discussion and reflection sessions within cohort settings. Free exchange of ideas should take place in a climate of support and trust (Norris & Barnett, 1995).
5. Platforms should be viewed as dynamic entities subject to modification and elaboration as personal growth occurs. They should be reviewed periodically as the student moves through the preparation program (Barnett, 1991).
6. Platforms should be used as a basis for developing educational visions and preparing future interviews for leadership positions (Barnett, 1991; Norris, 1994).

In Summary

Preparation programs *must* address the concept of values clarification. As our society embraces the notions of transformational leadership, shared visions, and communities of learners, principled leaders will be crucially needed to orchestrate cooperation among individuals. The credibility of leaders will determine their influence.

Analysis Sheet

I. Assessment Data:

MBTI _____ ; LEAD _____ ; OTHER _____

II. Analysis:

1. What views did the student express relative to the following:

- a. **Purpose** of Education
- b. **Role** of the **Teacher**
- c. **Role** of the **Administrator**
- d. **Nature** of the **Learner**

(Support with examples/quotes from student data).

2. What **metaphorical model** of organizational behavior seemed most important in shaping this student's view of **leadership**? (ie. **mechanistic, organistic, brain**).

3. Support your analysis with examples. (Use **quotes** if possible).

4. What **values/beliefs** and/or **view of self in the world** are revealed in the student's data and/or written comments? **Rank** those in what appears to be their order of importance to the student. (Provide actual quote and/or examples if they are available).

5. Discuss student's **personality/leadership style profile**. What patterns of thought have possibly shaped his/her leadership view?

6. What **environmental factors** and/or career experiences have been contributing factors?

7. Are there **comments** in the data set related to the **cohort program** and its impact?

Teacher Interview

I. Background Data:

School _____
Location _____

Grade Taught _____

II. Questions:

1. What views does your principal express relative to the following:
 - a. **Purpose of Education**
 - b. **Role of the Teacher**
 - c. **Role of the Administrator**
 - d. **Nature of the Learner**
2. Describe the **organizational context** of this school? Is it more like a **machine**, an **organism**, or a **brain**?
3. Is there a **team spirit** here?
4. Do teachers feel **empowered**?
5. How much **influence** has the principal had in shaping this organizational context?
Explain or give examples.
6. What do you perceive to be the principal's **personal vision** for this school?
7. What **values** are important to the principal? **Rank** them according to what you perceive to be their importance to the principal. (Give examples).
8. What is this school's **expressed mission**? How consistent is the principal's **personal vision** with the school's **expressed mission**?
9. To date, what do you perceive to be the principal's greatest **contribution** to this school?
10. How effective has the principal been in building a **collaborative team**? In facilitating **teacher empowerment**? (Give examples).

Principal Interview

I. Biographical Information:

1. a. Age _____; b. Gender _____; c. Ethnicity _____; d. Years of Experience: In Education _____; As Principal _____
2. Why did you want to become a principal?
3. Describe your school.

II. Questions:

1. What are your views relative to:
 - a. **Purpose** of Education
 - b. **Role** of the **Teacher**
 - c. **Role** of the **Administrator**
 - d. **Nature** of the **Learner**
- 2 a. Describe your view of an effective organizational context. (*Based on the answer given, you, as the interviewer, will need to classify this description according to one of the following metaphors: **machines, organisms, or brains.***
 - b. Does your school operate as a **team**? Do teachers feel **empowered**?
 - c. What have you done to influence this **organizational context**? (Give examples).
- 3 a. What is your **personal vision** for this school?
 - b. What **values** guide your thinking as you lead this school?
 - c. **Rank** those values in their order of importance to you.
- 4 a. What is the **expressed mission** of this school?
 - b. How consistent is your **personal vision** with that **expressed mission**?
5. To date, what do you see as your most important **contribution** to this school?
6. When you became a principal in this school, what **beliefs** and/or **values** did you have that you have been able to stay true to, to maintain, or to model?
7. Discuss the **cohort experience** as a factor in your development as a leader- especially in regard to the development of your **personal vision**.
8. Comment on the following **areas of development** in regard to the cohort experience:

a. support	d. knowledge
b. security	e. view of self
c. friendship	

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